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A SUGGESTED TRAINING PROGRAM

FOR BASEBALL

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by

John Thomas McDevitt

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A SUGGESTED TRAINING PROGRAM
FOR BASEBALL

A Paper
Presented to
Eastern Illinois University

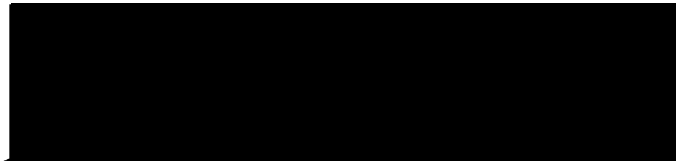
In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
John Thomas McDevitt
July 1958

A SUGGESTED TRAINING PROGRAM
FOR BASEBALL

This paper has been approved as partial fulfillment of the requirements for the Degree Master of Science in Education.

Approved:



Dr. John W. Masley
Class Instructor

A handwritten signature in cursive script, reading "M O'Brien", written over a horizontal line.

Dr. Maynard O'Brien
Advisor

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I. STATEMENT OF PROBLEM

Previous to World War II, baseball in most high schools and colleges had received only a minor amount of attention from many coaches, students, and communities. This had come about in spite of the fact that during the summer months baseball is providing a chance for boys of all ages to develop physically, mentally, morally, and socially.

With the advent of the year-around curriculum in colleges, it seems only a short time before this change may be adopted by high schools. This change was brought about by the ever increasing number of children attending school each year. According to a report prepared by Ronald B. Thompson¹, of Ohio State University, the enrollment in high schools in 1949-50 of 6,500,000 students will have increased to approximately 8,600,000 by 1960-61 and 11,000,000 by 1966-67.

Keeping the possibility of an all year school curriculum in mind, the extension of varsity athletics into the summer months becomes a possibility. Baseball being thought of primarily as a summer sport, would

¹Ronald B. Thompson, "Educational News and Editorial Comment", The School Review, 63:251-58, May, 1955.

probably be given much more attention in most high schools and colleges.

Therefore, it is the purpose of this paper to:

- (1) show a need for the adaptation of baseball into the curriculum;
- (2) provide college and high school coaches with a useable baseball training program;
- (3) assist in developing skills and abilities.

II. DEFINITION AND NEED OF CURRICULUM

Morris² states that the curriculum is the first criterion by which a school is judged. The experiences that students go through to gain maturity are what is important. It must be remembered that the curriculum of the school not only includes classroom experiences but all school functions as well.

Men have always agreed that the end of all education is good behavior.³ Good behavior is the conduct of the individual as thought to be correct by the particular society in which the individual lives. The way to develop good behavior is to have our children behave in situations where good behavior has more satisfactory results than bad behavior. Therefore, a curriculum should be a series of experiences through which we wish the child to go to develop attitudes, feelings, understandings, and skills, which we feel they should attain to become a working part of our society.⁴

²Van Cleve Morris, "What is a Curriculum?", The School Review, 63:152-57, March, 1955.

³Ibid., p. 154.

⁴Ibid., p. 154.

What is the teacher's role? It would be misleading to assume that the teacher can change the entire curriculum. But there is always a place to start. The teacher should ask himself "What do I want my pupils to be able to do; what behavior patterns do I want them to develop?" With this in mind, the teacher can constructively aim the class in the direction that will make them a better part of today's society.

With this agreement on the end product of education among educators, why hasn't the curriculum been improved? Briggs⁵ believes that the reason the school curriculum has not been improved is because there is no general agreement, by either the profession or the lay public, on what sort of civilization the schools should contribute to, preserve, and advance. Briggs⁶ also believes the major part of the blame should be attributed to the public. School people hesitate to make curriculum changes in fear of public disapproval.

Criticism of high schools, especially of the curriculum, continues to increase but this criticism

⁵Thomas H. Briggs, "A Practical Approach to the Ideal Secondary-School Curriculum", The Education Digest, 17:3-8, September, 1951.

⁶Ibid., p. 3.

should be welcomed because it at least shows a degree of interest and concern. Even with this growing criticism the curriculum has been improved but the improvement has been gradual and modest.

What, then, is needed? There must be an understanding by both the public and the profession as to the value of education. We must always keep in mind that education is a long-time public investment to make a community a better place in which to live and a better place in which to make a living.

Baseball, being a part of the athletic program, has educational significance. Varsity training is apt to promote an attitude favoring fine living and self-discipline.⁷ This attitude in itself has carry-over values which would make the individual a better part of the community.

With this in mind, the program should be based upon contributing and supporting to the betterment of the entire community. Hughes and Williams⁸ have made the statement that the intercollegiate system has many

⁷William L. Hughes and Jesse F. Williams, Sports, Their Organization and Administration (New York: A. S. Barnes and Company, 1944), p. 74.

⁸Ibid., pp. 74-75.

advantages; first, the young man spending his time in varsity sports, devoted to a program of practical hygiene, is not spending his time in pool halls, his hours in playing poker and in sex activities; second, competitions between schools may serve to break down institutional conceit and narrowness. Unusual prominence may also foster an unwarranted institutional pride; and third, many coaches are teaching both by precept and example the finest types of sportsmanship. The tone of an institution in debate, oratory and other non-curricular student activities may be set by the spirit behind the competitions in athletics.

Keeping these three statements in mind, varsity sports would afford the individuals more chances for proper experiences which would tend to make them a better adjusted part of society.

Baseball, as a varsity sport and which is governed by a set of rules controlling play and conduct, would contribute much toward helping an individual make a better adjustment in society.

III. BASIC PRINCIPLES OF CURRICULUM PLANNING

The problems of setting up a good program may be different in a large school and a small school. In a small school the administrator might also be the athletic director and coach. In fact, some small schools, where state law allows, might have to seek the services of an individual as coach who is not a member of the faculty.

But whether the school be large or small the planning of a curriculum which would include varsity sports is extremely important. Justification of such a program by its planners depends upon the quality of the experiences offered for individual participation.

Therefore, the following five basic principles should be kept in mind: "(1) the importance of an aim, (2) objectives, (3) study of individuals, (4) availability of facilities, (5) the worth of different activities."⁹

The aim is the goal toward which the program is directed. According to Williams and Brownell¹⁰ an aim is a necessary thing for a teacher. It should be general in character and beyond realization if it is to serve

⁹Jesse F. Williams and Clifford L. Brownell, The Administration of Health and Physical Education (Philadelphia and London: W. B. Saunders Company, 1946), p. 58.

¹⁰Ibid., pp. 58-59.

continually as a goal. An aim is something that provides an opportunity for the individual to learn, whether it be mentally, physically or both.

An objective is a precise, concrete and realizable end.¹¹ These are the steps or advances in relation to the aim. The administrator, when setting up objectives, should keep the aim in mind at all times. Without objectives the program would tend to remain static and improvement would be difficult.

Both aims and objectives of a program are developed from the understanding of the needs of individuals and the needs of the society. A comprehensive study of these needs and an agreement by the teachers, pupils, parents and lay persons of the community is essential. Such an agreement would provide valuable information for the formulation of aims and objectives of an educational program or part of that program.

When planning or constructing a curriculum there are many factors that need to be considered. Blanchard¹² states that a curriculum should never be developed with-

¹¹Jesse F. Williams and William L. Highes, Athletics in Education (Philadelphia and London: W. B. Saunders Company, 1936), p. 89.

¹²Vaughn S. Blanchard, Curriculum Problems in Health and Physical Education (New York: A. S. Barnes and Company, 1942), pp. 58-63.

out a regard for the interests of the children involved. But the interests of the society must also be considered. Each community has its own problems and they often affect the interests of children in health and physical education.

Environmental factors should also be considered. Activities based upon a necessity for a large amount of available play area would be of little use where there is an inadequate amount of space. Geographical conditions also require materials according to the climate and topography of the country. Such conditions as weather phenomena, economic stability, location and accessibility and natural resources, are in themselves conditions which affect the curriculum.¹³

¹³Franklin Thomas, The Environmental Basis of Society (New York and London: The Century Co., 1925), pp. 7-9.

IV. DEVISED TRAINING PROGRAM FOR BASEBALL

Generally speaking, a baseball coach doesn't have much time to ready his team before the first game, in this part of the country. Weather conditions keeping the team indoors most of the time. When the weather is permissable it is a necessity to spend as much time as possible on the game situations themselves. Therefore, the team must be in condition and well instructed in as many fundamentals as possible to conserve time.

It is important in baseball, as in any other sport, that the fundamentals be covered as thoroughly as possible. Faulty preparation during the pre-season training may be responsible for the team's defeat later. Baseball information is available to almost everyone in this country; therefore, the application of that knowledge is what really is important. Winning coaches have few secrets tucked away for personal reference. The inability of some teams to perform well certain phases of the game could naturally reflect back to the coach. With this in mind, therefore, it is a necessity to practice every important facet of the total game.

Baseball conditioning is one of the most important aspects of the entire program. A baseball team is only as good as it's legs and this is especially true of pitchers.

The first thing a pitcher notices when he's loosing his control is that his legs are tired or feel sluggish. A player who cannot play a double-header on a hot afternoon is useless to the team; therefore, conditioning should be a serious matter.

A baseball team doesn't want to spend those sunny afternoons getting into shape; so, before the season officially opens a six-week period should be spent on conditioning drills.

Baseball is a sport where strength is a basic factor in the degree of excellence of competitors. Exercises of a strength building nature are good for the baseball player during the winter months. Five areas of the anatomy that need to be kept in top condition during the winter months are: arms and shoulder girdle, abdomen, hands, wrists, and legs.

Bresnahan and Tuttle¹⁴ have stated that rope climbing, wall push-aways, and handstands are excellent exercises for strengthening the arms and shoulders.

Keeping the abdomen and trunk region in shape during the off-season is a necessity for baseball players.

¹⁴George T. Bresnahan and W. W. Tuttle, Track and Field Athletics (St. Louis: The C. V. Mosby Company, 1947), P. 49.

Stafford and Duncan¹⁵ have stated that sit-ups, the V sit, and the pincer movement are excellent exercises for strengthening the abdominal muscles.

The hands and wrists should also be kept in good condition. Such exercises as rubber ball squeezing and just the swinging of a leaded baseball bat will strengthen these areas.

With the approaching of the season these exercises should taper off to exercises of a light nature, except for running.

The following is a list of light exercises that are recommended by Coombs:¹⁶

1. Side-straddle hop
2. Trunk twister
3. Half knee bend
4. Full knee bend
5. Toe toucher
6. Alternate toe toucher
7. Sit ups
8. Leg lifter

¹⁵George T. Stafford and Roy O. Duncan, Physical Conditioning (New York: A. S. Barnes and Company, 1942), pp. 69-72.

¹⁶John W. Coombs, Baseball, Individual Play and Team Strategy (New York: Prentice-Hall, Inc., 1939), pp. 247-250.

9. Running in place

A few more light conditioning and loosening up exercises are:

10. Rocker

11. Arm rotation (palms down)

12. Arm rotation (palms up)

One of the best conditioning drills, indoor or outdoor, for baseball players is the ball-rolling drill. This is performed by having the players face each other, about three yards apart, one player has a ball. The player with the ball merely rolls the ball to the others, making the receiver run from side to side. Upon fielding the ball, which should be done in as nearly a throwing position as possible, the receiver tosses the ball back to the roller.

Allen¹⁷ has found that a good drill is to have the players throw against a wall (protected by a mat) and field the ball. These drills can be performed with or without gloves.

The basic exercise for conditioning in baseball is running. While these drills are of the wind-sprint variety rather than the distance variety, it must be

¹⁷Ethan Allen, Baseball, Major League Techniques and Tactics (New York: The MacMillan Company, 1953), pp. 239-240.

remembered that wind-sprints would cause severe muscle damage during the early training period. Due to the fact that wind-sprints can become boring, it is a good idea to incorporate some type of deviation into the exercise. The most frequent type used today is having approximately fifteen players in single file in either right or left field. A coach stands on second base with a bag of baseballs. When the coach is ready the first player in line starts running toward the opposite field. The coach throws the ball to the runner, throwing it high and leading him enough to make him run at a maximum. Each player in the line does this. It must be remembered by the players that this is serious business and to really get in top condition they must extend themselves.

Coombs¹⁸ also formulated five conditioning rules which should never be broken by a man who wants to win as a baseball player. They are:

1. Refrain from alcoholic beverages.
2. Do not use tobacco in any form.
3. Eat good, wholesome food.
4. Do not eat fried food, especially pork.
5. Do not overload the stomach at any time.

¹⁸Coombs, op. cit., p. 248.

Probably one of the most important rules of conditioning for a baseball player is that the player must obtain a sufficient amount of rest. No player can perform to the best of his ability if he is tired and sluggish from lack of sleep.

The general plan for the coming baseball season should be written long before it begins. This check list should include work in fundamentals, offense, and defense. All skills and techniques necessary to play each position should be listed. These skills and techniques are listed under seven important phases of baseball, (1) pitching, (2) catching, (3) infield play, (4) outfield play, (5) batting, (6) bunting, (7) baserunning, and include the following:

Pitching:

- 1) How to hide the ball
- 2) Wind up position
- 3) Set position
- 4) Balks
- 5) Pitches--Stride--Release--Follow through
 - a) fast ball
 - b) curve ball
 - c) change of pace
- 6) Holding runners close to base
 - a) first

- b) second--various defenses
- c) third
- 7) Fielding
 - a) bunts
 - b) batted balls
 - c) covering first
 - d) covering home
 - e) backing up bases
 - f) runners caught between bases
- 8) Pitching strategy
- 9) Pitchouts
- 10) Signals

Catching:

- 1) Positions
 - a) giving signals
 - b) after giving signals
 - c) lateral movements
 - d) throwing
- 2) Defensive plays
 - a) foul tip--men on bases
 - b) dropped third strike--less than two outs
 - c) batted ball--no one on base
 - d) batted ball--runner on first
 - e) taking throws

3) Defensive plays--cont.

- a) making throws
- b) catching fly balls
- c) fielding bunts
- d) runners caught between bases
- e) pitch-outs
- f) strategy
- g) signals

Infield Play:

- 1) Anticipate play
- 2) Proper fielding stance
- 3) Field ball properly
- 4) Make double play
- 5) Make tag play
- 6) Use of voice
- 7) Relay play
- 8) Catch pop flies
- 9) Make rundown play
- 10) Bunt defenses
- 11) Pick-off plays
- 12) Make cut-off plays
- 13) Field own position
 - a) first baseman
 - b) second baseman

c) shortstop

d) third baseman

14) Pre-game infield practice procedure

Outfield Play:

- 1) Familiarity with playing field
- 2) Stance and start
- 3) Jump on ball
- 4) Use glove to shade sun
- 5) Use of sun glasses
- 6) Fielding
- 7) Anticipate
- 8) Throwing
- 9) Where to throw
- 10) Using cut-off or relay man
- 11) Voice
- 12) Back up bases
- 13) Pre-game outfield procedure

Batting:

- 1) Grip
- 2) Stance
- 3) Swing
- 4) Strike zone
- 5) Hitting behind the runner
- 6) Pulling the ball

- 7) Correct batting procedures
- 8) Hitting change of speeds
- 9) Hit and run
- 10) Helping runner on steal
- 11) Helping runner on passed ball or wild pitch
- 12) Coaching when "on deck"
- 13) Hitting to opposite field
- 14) Protecting plate on two strike count
- 15) Maximum use of batting practice
- 16) Taking signals
- 17) Confidence

Bunting:

- 1) Grip
- 2) Stance
 - a) squareaway
 - b) straightaway
- 3) Bat control
 - a) "give" with ball
 - b) "catch" ball with fat end of bat
 - c) ball direction
- 4) Base hit bunts
 - a) drag bunt
 - b) purpose of bunt
 - c) bunter is expendable

- 5) Squeeze bunt
 - a) safety squeeze
 - b) suicide squeeze
 - c) when to use
- 6) Difference between right and left-handed bunters
- 7) Placement of bunts
 - a) bunting for base hits
 - b) sacrificing
 - c) third baseman fielding bunts
- 8) Fake bunt
 - a) to draw third baseman in
 - b) to draw infielder in
 - c) to keep infield "honest"

Baserunning:

- 1) Run out every ball hit
- 2) Proper running form
 - a) head up
 - b) body control
 - c) use of hands and arms
 - d) proper stride
- 3) Leads and breaks
 - a) one-way lead
 - b) two-way lead
 - c) initial cross-over step

- d) quick pivot and full speed
- e) walking lead
- f) fake break
- 4) Use of base coaches
 - a) look and listen
 - b) follow signals
 - c) use of on-deck hitter
- 5) Alertness for defensive ruses
 - a) fake tag
 - b) fake miss of ball
- 6) Various slides
- 7) Correct procedure in rundown
 - a) delay tag
 - b) advance if teammate is caught
 - c) alertness to defensive fakes
- 8) Proper way to double steal
 - a) line drive that is caught
 - b) force defensive play at home
 - c) alert for defensive lapses
 - d) know number of outs
- 9) Tagging up on fly ball

Lloyd, Deaver, and Eastwood¹⁹ state that athletic

¹⁹Frank S. Lloyd, George G. Deaver, Floyd R. Eastwood, Safety in Athletics; The Prevention and Treatment of Athletic Injuries (Philadelphia and London: E. B. Saunders Company, 1937), p. 19.

leaders, today as in the past, are safety conscious but until recently the knowledge of how to handle situations pertaining to injuries has been relatively spotty. Knowledge about athletic injuries has been brought to the public eye by information from newspapers, etc., which tend to report only the spectacular. This information has caused some parents to prohibit their children from participating in athletic contests. "Institutions responsible for the administration of athletics assume responsibilities for the conduction of these activities in such ways that the game will not be ruined and the fun and joy removed. It is not only necessary to know what are the hazards in athletics, when they occur and how they occur, but it is of paramount importance to know what to do when they have occurred and how to prevent them."²⁰

The safety factor in baseball is broken into four various areas: (1) understanding the hazards of each activity, (2) removing unnecessary hazards, (3) compensating for unremovable hazards, (4) creating no unnecessary hazards,²¹ and include the following:

²⁰Ibid., p. 20.

²¹Herbert J. Stack and Elmer B. Siebrecht, Education for Safe Living (New York: Prentice-Hall, Inc., 1942), p. 100-101.

1) Understanding the Hazards of Each Activity²²

a) Knowledge of individuals:

The first thing an instructor in baseball should do is to have each individual given a physical examination by the school doctor or a doctor recommended by the school. This is important because it gives the coach some background as to the physical well being of each individual on the team. It also protects the coach and the school in case of injuries not totally due to participation in the sport.

Another important thing is to have available the phone number of the school doctor and ambulance, in case of emergency.

b) Knowledge of game:

As one would expect in baseball the arm and hand, leg and foot, head and neck are the parts of the body most frequently injured, accounting for more than 90 per cent of the injuries.

Uneven playing surfaces and base sliding cause most of the injuries.

To have as complete an understanding of the hazards of baseball each coach should take it

²²Ibid., p. 100.

upon himself to become as well acquainted with all phases of the game as possible.

2) Removing Unnecessary Hazards²³

a) The field:

Proper care of the pitcher's mound and batter's box is important. Each should be made up of a material that gives firm footing. Brick dust serves very well. A mixture of yellow clay and loam has proven satisfactory.

The base paths, or skinned area, of the diamond should be firm and of a dark material. This is important so that a white ball may be easily seen against the black background. Probable for most high school or college fields a combination of clay and good dark river bottom dirt will provide a good surface for the skinned area of the baseball field. Here also, brick dust has proven satisfactory.

Base pegs and plate pegs should be placed in a firm, solid base. Concrete blocks may be placed under the bases low enough that the eyes of the pegs, when placed in the concrete, come just to the surface of the ground. It is important that

²³Stack and Siebrecht, op. cit., p. 100.

at home plate the plate is level with the surface of the ground when the pegs are set in the concrete. Many injuries occur from the plate not being level with the ground.

The bases should be square, flat on both sides, in order that injuries to the leg may be held to a minimum. The straps on the bases should be inspected regularly.

The grass part of the field may be either sodded or seeded. In either case it should be as thick as possible, well cut, and rolled. Clipping the grass is important especially around the area where it meets the skinned part of the infield.

Conditioning the field after a rain is very important. Of course, the ideal protection is a covering over the infield when rain threatens or occurs. However, in most cases, due to expense, a cover is not possible.

If the rain has not been too heavy, lengths of one or two inch pipes are driven into the ground to a depth of five or six inches, wherever water is standing. Dry dirt is then spread thinly over the area. Dry sawdust or sand may

be used. The dry material is raked in and more added. All other skinned areas are raked to a depth of one half inch, provided the dirt does not roll up. Where the dirt rolls, gasoline is spread over this area and immediately lighted, always light from the windward side by tossing the match on the gasoline. After the flame is gone the area is raked thoroughly. The diamond is then dragged with either a good sized steel or rubber mat.

The playing field should always be raked, rolled and watered after the last practice before a game.

b) Faulty equipment:

The removal of faulty equipment is important and should be dealt with before the season begins if possible. Such things as partially torn bag straps should be replaced as soon as possible.

c) Physical condition:

If a player is in poor physical condition, his chances of being injured are greater than if he was in good physical condition.

d) Added protection:

Protective Screens--These screens, which are placed in front of the batting practice pitcher

and along the first base line, about ten feet to the home plate side of first base, remove some of the hazards of being hit by a batted ball. The screen for the pitcher is approximately three feet high and six feet long. It helps to protect the parts of the pitcher's body that are not easily protected with the glove. The screen by the first baseman is ten feet high and six feet wide.

Batting Cage--The batting cage is a necessity in baseball, not only saving time and balls, but also giving the coach and players an opportunity to stand fairly close to the hitter with protection for themselves.

3) Compensating for Unremovable Hazards²⁴

a) Base sliding:

This is a very important part ^{and} of a necessary part of any baseball game. Probably a baseball game isn't played today where someone doesn't slide. Therefore, it is the coaches duty to protect his players, besides teaching a necessity, by proper sliding instructions. The instructor should teach just the two basic types of slides,

²⁴Stack and Siebrecht, op. cit., p. 101.

hook left and hook right, and should provide a sliding pit, filled with sawdust, in which to practice.

This sliding instruction and practice will save many injuries and therefore should never be neglected by any coach in the profession.

b) Sliding pads:

Sliding, being an important phase of the game, causes many injuries. Major injuries, such as broken legs and ankles cannot be decreased by sliding pads, but minor injuries, such as skinned hips and ground burns can be decreased. Sliding pads should be provided by the school but today are inadequate. For lightness of weight, plus protection the bottom of two-piece long underwear, with the legs cut out just above the knee, is probably the best.

c) Good shoes:

This is probably the most important phase of an individuals equipment. It can either be provided by the school or the individual. In either case the shoe should fit properly and be of a quality to give the player support and good footing. It should hold it's shape and repel water, as much as possible.

d) Batting helmets:

Batting helmets are important not only from the standpoint of giving protection but also from the standpoint of giving confidence to the batter. Knowing that he has good protective headgear, the batter will tend to follow inside pitches much better.

e) Cup supporters:

Each individual on the team should at all times during practice and games wear a cup supporter. I'm certain there is no need to point out the danger of not wearing one.

f) Sweat shirts:

These should be of good quality, with long sleeves, giving adequate protection for the shoulder and arm.

g) Sanitary socks:

These should be of good quality, with long tops, whose primary purpose is to keep cuts on the legs clean until medical attention can be given.

h) Jackets for pitchers:

These should be furnished by the school and are used to keep the pitchers warm between innings. A good jacket will prevent many colds.

1) Rosin:

Rock rosin should be made available for both pitchers and batters, giving them a better grip on the bat and ball.

4) Creating No Unnecessary Hazards²⁵

a) Fences and wire screens:

The fence surrounding the playing field should be high enough that an outfielder will be able to jump and not injure himself on the top of the fence. The fence also should give slightly upon impact. Wire screens behind home plate should extend high enough and slightly beyond both first and third base to prevent injuries to spectators if an overthrow occurs.

b) On deck circles:

For a properly marked field they are required and give the "on deck" batter a determined spot to await his turn at bat.

c) Player benches:

For safety's sake these should be at least thirty feet from home plate, and they should be placed as to give the catcher and third baseman plenty of room.

²⁵Stack and Siebrecht, op. cit., p. 101.

d) Bat racks:

These should be placed near the benches and are a necessity to keep the hazard of stepping on a bat at a minimum.

e) Bleachers:

These should be inspected approximately twenty-four hours before each game in order to have time for any needed repairs.

f) Player and spectator rules:

These are a necessity and include such things as:

No spectators are allowed to climb the fences.

No spectators are allowed on the field.

Players are not to play "pepper" toward the bleacher area on the day of a game.

g) The coach:

The coach can create unnecessary hazards by using improper and poorly timed signals. An example of this would be to give a baserunner a late signal to slide. The indecision whether to slide or not is what is considered by many professional men as the primary reason for many major injuries.

h) Medical facilities:

Someone should be immediately available with

a knowledge of first aid. Besides having the phone number of the doctor and ambulance, blankets, stretcher, a table or cot on which a person may be placed, and an adequate first aid kit are a necessity. A first aid kit should include the following: tape, bandages and band-aids, absorbant cotton, swabs, gauze, rosin, firm grip, ankle wraps, mentholate, aspirin, tape remover, nitrotran, smelling salts, tongue depressors, iso-dine, tuf-skin, rub-down linament, red-hot, analgesic balm, eye wash, foot ointment and powder, scissors, cold and laxative tablets, dextrose tablets.

1) Bat boys:

Bat boys are important to a baseball team because they lessen the hazard of stepping on a bat, plus the fact that a good bat boy will thoroughly inspect the bats and catchers equipment before each game.

V. RELATIONSHIP OF CURRICULUM PRINCIPLES TO BASEBALL PROGRAM

The aim of this seasonal baseball training program is the fullest development of the individual. The fullest development of the individual means development physically, mentally, morally, and socially.

This aim is sometimes pushed into the background by the desire to win but it should be remembered that the participant is the important factor; the game is secondary.

In order to fulfill this aim certain objectives must be reached. These objectives although not as all inclusive and far reaching as the aim must be stepping stones by which the aim can be sought. Some objectives that would tend to assist in accomplishing the aim would be:

1. Development of knowledge and skills.
2. Development of physical vigor, desirable habits in health, sanitation, and safety.
3. Opportunity to widen circle of friends.
4. Realization that athletic competition is a privilege.
5. Opportunity to develop good moral habits.

Availability of facilities is an important factor due to the limitations an inadequate amount of facilities can place on the program. The scope of the program,

depends basically upon the amount of practice that can be accomplished in a certain period of time. This is where availability of facilities becomes important. An example would be the number of batting cages available for practice. With two batting cages rather than one, the amount of hitting practice taken by the team may be doubled.

The early conditioning phase of the program usually depends largely upon whether the gymnasium or a space of adequate size can be used to properly condition the team. Running and exercises outdoors on days of severe coldness are very detrimental to the athlete because even though he may be protected properly by clothing, the breathing of the cold, damp air may cause damage to the athlete's lungs. Therefore, it is almost a necessity that the team begin its early phase of conditioning indoors.

Other factors that have a direct bearing upon the program are:

1. Distance to the field.

The distance to the field may require the establishing of certain rules about travel to and from the field. Also, the farther to the field, the less amount of time will be spent in practice.

2. Class schedule of players.

Arrangement of class schedules might have an

affect upon the amount of time players would be able to practice. A late class could cut approximately one hour off the practice time.

3. Budget.

The amount of money allotted in the baseball budget would affect the amount of equipment available, among other things.

4. Number of players on team.

It is extremely difficult for one coach to handle a baseball team properly if there are too many players on the team. During the early season practice, the coach may have difficulties if a large number of individuals are trying out for the team.

5. Number of players riding school bus.

If the team is composed of a group of students who ride the school bus, provisions will have to be made for them to get home after practice.

6. Number of fields available.

If more than one field was available for practice, the team would have an excellent chance for more practice during the practice period.

The study of individuals is a very important factor. The person who is a student of the personality of different individuals has increased his chance for success in the coaching field. Different people react to like situations

in different ways just because they are different in physical, mental, and emotional stability. It is the duty of the person in charge to know how to handle individuals; so that, he may assist not only himself but also the individual.

The individual is the most important factor in the program and the program can only be substantiated through the worth the individual obtains from it.²⁶ Therefore, the coach must study the players very carefully to be certain that he is doing justice to them.

The worth of different activities poses a definite problem to the coach. It is the duty of the coach to weigh each phase of the program as to its importance and then put his knowledge into practice.

In a situation where there is only one coach to conduct the baseball program there are definite limitations because the coach can only be in one place at a time. The time limitation during the baseball season forces the coach to spend most of the practice periods working on just the most important phases of the game.

The different techniques and skills of baseball with which the coach is concerned are:

²⁶Francis W. Parker School, The Individual and the Curriculum (Chicago: Francis W. Parker School, 1920), p. 3.

1. Pitching
2. Catching
3. Batting
4. Infield Play
5. Baserunning
6. Bunting
7. Outfield Play

The worth of these seven phases depends greatly upon the situation and condition under which the team is playing. Understandably, all seven phases are of extreme importance to the professional ballplayer and he must be able to perform them to major league standards. But to the high school, college and amateur teams some phases are more important than others.

These "more important" phases depend chiefly upon the personnel of which the team is composed. A high school team that has a good pitcher definitely has solved the major problem that faces most coaches. For example: with a good pitcher the two major phases of baseball to be practiced are batting and infield play. The rather unique part about this situation is that if a team has poor pitching the most important phases of baseball are also batting and infield play.

The reasoning behind this idea is that if a team has good pitching it must be prepared to back up the pitching

corps with runs while assisting the pitcher to limit the other team in runs scored. This same reasoning holds true if the pitching corps of the team is somewhat inadequate.

The reasoning behind the stressing of infield play over outfield play is that usually a greater percentage of the balls hit and thrown in a game are handled by the infielders. An infield that is able to perform well the basic fundamentals of infield play can save many ball games during the season.

In high school the phase of catching is important but not as important as pitching, batting or infield play, mainly due to the fact that a good pitcher will be able to get high school hitters out because of his own capabilities. The catcher must be able to handle the pitches thrown by the pitcher though. If the pitching is poor the chances of the ball reaching the catcher are somewhat remote. Therefore, the main duty of the catcher is to be able to block low throws and handle wild pitches. Such things as signal calling and proper handling of pitchers are rarely found in high school catchers and are only acquired through experience.

Bunting and baserunning are important phases of the game of baseball but the chance to use bunts effectively against a team of good calibre are infrequent in high school and amateur ball. About baserunning, it must be remembered

that to be a baserunner the player first has to reach base;
therefore, baserunning is secondary to batting.

VI. SUMMARY

Curriculum improvement depends upon the agreement of the profession and lay public on what sort of civilization the schools should contribute to, preserve, and advance. It must be remembered that education is a long-time public investment to make a community a better place in which to live and a better place in which to make a living.

Five basic principles of curriculum planning should always be kept in mind when setting up a program:

1. The importance of an aim.
2. Objectives.
3. Study of individuals.
4. Availability of facilities.
5. The worth of different activities.

Environmental factors and geographical conditions must also be considered.

In the baseball program, conditioning, the baseball training plan, and the safety element are important factors in planning a program. The relationship between the basic principles of curriculum planning and a baseball program are closely coordinated. These basic principles play an important part in the establishing of a baseball program. The primary factor to keep in mind is that the individual is what is important; the program is secondary.

The seven various phases of the baseball training program consist of skills which if performed to major league standards could enable the individual to seek a professional career in baseball.

This paper did not make any statement about the different types of curriculums, which in itself is a major problem, but provided a view of the curriculum from a general viewpoint.

It is hoped that this paper will serve to assist individuals and schools in the field of baseball program planning.

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